

# INTERVIEW SCHEDULE

Researcher:

Date:

Assistant:

Location:

001. Su nombre  
Your name

002. Cuántos años tienes?  
How old are you?

003. Vienes de Puerto Rico?  
Do you come from Puerto Rico?

004. ¿Creciste allí?  
Did you grow up there?

005. ¿Eres casado?  
Are you married?

006. ¿Nunca casado?  
Never married?

007. Si es no, ¿tienes hijos?  
If not, do you have children?

008. ¿Viven contigo?  
Do they live with you?

009. ¿Dónde están?  
Where are they?

010. Si es sí, ¿alguna vez casado? separado, divorciado, viudo?  
If yes, do you sometimes married, separated, divorced, widowed?

011. ¿Está tu familia--tu esposa y hijos (si alguno)--aquí o dónde?  
Is your family, your wife and children (if any)--here or where?

012. ¿Dónde viven sus padres?  
Where do your parents live?

101. Dame, por favor, el nombre de tu pueblo?  
Tell me, please, the name of your town?
102. Vives en un barrio?  
Do you live in a neighborhood?
103. Está en la ciudad o en el campo?  
Is it in the city or in the country?
104. Por favor, trata de explicarme como es el sitio donde tú vives?  
Please explain what the place where you live is like?
105. Bonito o feo (el sitio)? Por que?  
Is the town pretty or ugly? Why?
106. Grande o pequeña?  
Large or small?
107. Prospero o no? Cuéntame como?  
Prosperous or not? Tell me how that is so?
108. Hay trabajo o no hay mucho trabajo en tu pueblo?  
There is or is not much work in your town?
109. Qué clase de trabajo hacen más la gente de tu pueblo?  
What type of work do the people in your town do most?
110. Cual es el otro trabajo que más hacen la gente?  
Which is the other or next job that the people do most?
111. Cuéntame, has vivido o trabajado alguna vez en el campo?  
Tell me, have you at one time or another lived or worked  
in the country?

112. La gente de té pueblo--amigable o no? Como?  
The people of your town--friendly or not? How?
113. La vida allí--agradable o desagradable? Por qué?  
Your life there--agreeable or disagreeable? Why?
114. Cuánto tiempo has vivido allí?  
How much time have you lived there?
115. Describe, por favor, tu casa en Puerto Rico?  
Please describe your house in Puerto Rico?
116. Cuántos hermanos y hermanas tienes en tu familia?  
How many brothers and sisters do you have in your family?
117. Tus abuelos, tíos, o primos viven o vivían contigo?  
Do your grandparents, uncles, or cousins live with you  
or have they lived with you?
118. Tienes hijos de crianza en tu familia? Si es así, quien?  
Do you have children "you cared for" in your family? If so, who?
119. Son familiares tuyos o amigos?

120. ¿Te sentías feliz en tu familia? For que?  
Did you feel happy in your family? Why?
121. ¿Tu papa era o es muy amigo tuyo? Cuéntame como?  
Your father was or is your good friend? Tell me how?
122. ¿Qué clase de trabajo hace o hacía tu papa?  
What type of work does or did your father do?
123. ¿Vino al alguna vez a trabajar en las fincas en los estados unidos?  
Did your father ever come to work on the farms in the U.S.?
124. ¿Trabajaba o trabaja a tu mamá? Cuántas horas cada semana?  
Did or does your mother work? How many hours a week?
125. Cuando trabajaron sus hermanos, contribuyeron dinero a sus padres?  
When your brothers work, do they contribute money to your parents?
126. ¿Quién disciplinaba a los niños? mamá papa abuelos hermanos  
or hermanitos mayores ¿quién? For que?  
Who disciplined the children? mother father grandparents  
older children. who? Why?
127. ¿Tu familia pertenecía algún club or sociedad, organización de  
la iglesia o lo que sea? ¿Membresías, por favor?  
Does your family belong to any club or society, organization of  
the church or whatever it may be? Would you name them?
128. ¿Qué era lo que te gustaba más de tu familia cuando estabas en  
Puerto Rico?  
What was it that you liked best about your family life when you  
were in Puerto Rico?

129. Le hace falta té familia aquí?  
Do you miss your family here?
130. Té escribes, llamas, o visitas en Puerto Rico? Lo haces a menudo?  
Do you write, call or visit your family in Pto. Rico? Frequently?
131. Si no ves a visitas, como sabes de ellos? Por medio de amigos?  
If you don't see or visit them, how do you know of them?  
By means of friends?
132. Como te sientas aquí? Feliz o triste? Solo o no importa? Por qué?  
How do you feel here? Happy or sad? Lonely or not? Why?
133. Tú crees que tú vida aquí es igual o diferente a tú vida en Puerto Rico? En qué manera?  
Do you think that your life here is equal or different to your life in Puerto Rico? In what ways?
134. Como te parece la vida del campamento?  
How does camp life seem to you?
135. Triste o alegre, interesante o no aburre, dura o fácil, sola o no importa, agradable o desagradable? Por qué?  
Does it seem happy or sad, boring or interesting, hard or easy, lonely or not, agreeable or not? Why?
136. Has servido alguna vez en el Ejército?  
Have you ever served in the Military Service?

201. Has trabajado alguna vez en Puerto Rico?  
Have you ever worked in Puerto Rico?
202. Dime los trabajos que has hecho en Puerto Rico?  
Tell me the jobs that you have had in Puerto Rico?
203. Cuanto tiempo en cada uno?  
How much time in each one?
204. Que me puedas decir de td trabajo en Puerto Rico?  
What can you say about your job in Puerto Rico?
205. Por que lo dejaste?  
Why did you leave it?
206. Que lo hizo decidir venir a los estados unidos?  
What made you decide to come to the United States?
207. Cuando viniste a los estados unidos esperabas a trabajar en las fincas?  
When you came to the U.S., did you wish to work on the farms?
208. Si no, en que esperabas trabajar?  
If not, in what did you wish to work?
209. Trabajas todo el año? En que sitios?  
Do you work all the year? In what places do you work?
210. Perteneces algun grupo o iglesia en estos sitios?  
Do you belong to a group or church in these places?

211. Cuántas de tu trabajo aquí?  
Tell me of your work here?
212. Es bueno o malo? Te gusta o no? Por qué?  
Is it good or bad? Do you like it or not? Why?
213. La comida es peor, igual o mejor que in Pto. Rico? Por qué?  
The food is worse, equal or better than in Pto. Rico? Why?
214. Como son las condiciones de empleo--su sueldo, casa, horas, etc.?  
How are your working conditions--pay, housing, hours, etc.?
215. Se parecen las fincas en Pto. Rico a las fincas de aquí? Como?  
Are the farms in Puerto Rico similar to the farms here? How?
216. Quieres continuar haciendo trabajo agrícola?  
Do you want to continue doing farm work?
217. Tú crees que las máquinas te van a quitar el trabajo? Por qué?  
Do you think machines are going to take over farm work? Why  
or why not?

218. ¿Tú crees que tú ayudas a la gente por medio de tu trabajo?  
Do you believe that you help people by means of your work?
219. ¿Tú crees que hay gente que te tratan mal porque trabajas en las fincas?  
Do you think there are people who treat you poorly because you do farm work?
220. ¿Tú crees que hay gente que te tratan mal porque eres puertorriqueño?  
Do you think there are people who treat you poorly because you are Puerto Rican?
221. ¿Recomendarías trabajo agrícola a tus amigos?  
Do you recommend farm work to your friends?
222. ¿Te gustaría que tus hijos hicieran trabajo agrícola?  
Do you wish that your children do farm work?





311. ¿A quién le dices?  
To whom do you tell of your illness?
312. ¿Cuáles enfermedades tratas de curar tu mismo?  
Which sicknesses do you try to treat yourself?
313. ¿Como los tratas?  
How would you treat them?
314. En tu casa en Pto. Rico, ¿usas ajo, bolas de arroz, em-  
plastos de tomate o venenosas? ¿Como?  
In your house in Puerto Rico, do you use garlic, tomato plasters,  
and leechings? How?
315. ¿Se sabe de mamá una partera o comadrona?  
Did your mother use a trained or untrained midwife?
316. Cuando te enfermas aquí hace el mismo cura curarte que te  
hacen en Pto. Rico?  
When you are sick here do you do the same things to get better  
that you would in Puerto Rico?
317. ¿Te trabajas cuando te sientes enfermo?  
Do you work when you are sick?
318. ¿Como son los servicios de salud en Pto. Rico?  
¿gratis o gratis; si hay clínicas, describe;  
como es el cuidado del hospital; del dental.  
How are the health services in Puerto Rico?  
free or not; if there are clinics, describe them  
how is the care of the hospital, of the dentists

319. ¿Y aquí le gusta los servicios de salud?  
And here do you like the health services offered?
320. ¿Dónde es mejor--aquí o en Puerto Rico? Por qué?  
Where are they better--here or in Puerto Rico? Why?
321. ¿Te crees que recibes mejor servicios de salud si tú pagas?  
Do you feel you receive better health services if you pay?
322. ¿Que hacen tú y tu familia para mantenerse bien?  
What does your family do to stay healthy?
323. ¿Que piensas sobre los doctores de aquí?  
What do you think of doctors here?
324. ¿Prefieres los doctores puertorriqueños? Por qué?  
Do you prefer Puerto Rican doctors? Why?
325. ¿Recetan ellos té y plantas?  
Do they prescribe tea and herbs?
326. ¿Pasa fe o... si tú y las plantas te curan mejor o mas rapido  
que las "medicinas de farmacia"?  
Do you believe that tea and herbs can cure you better or  
quicker than medicines from the drug store?
327. ¿Te crees que si te hacer mal de ojo te darán una enfermedad?  
Do you think that if you make evil eye you will cause sickness?

- For que creen que o no lo creen?  
Why or why not do you believe this?
129. Sabes de algun caso?  
Do you know of a case?
130. Has ido a algun curandero, espiritista, o brujo?  
Have you ever gone to a folk-healer, spiritist, or witch?
131. Algun de sus conocidos ha ido a ver al espiritista?  
Have any of your friends ever gone to a folk-healer?
132. ¿U cree que ellos pueden curar enfermedades?  
Do you believe that they can cure illnesses?
133. Tienes algun comentario adicional en los servicios de salud aquí?  
Do you have any additional comments on health services here?
134. Tienes algunas sugerencias para mejorar los servicios de salud aquí?  
Do you have any suggestions in order to better health services here?

Gracias. Thank you.

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million (1990–1999).

There is a growing awareness of the need to address the health care needs of the ageing population. The Department of Health (1999) has set out a vision for the future of health care for older people. The vision is that older people should be able to live as long as possible in their own homes, with the support of their families and communities. This vision is based on the principle of 'ageing in place'. The Department of Health (1999) has set out a number of key objectives for the future of health care for older people. These objectives are: to improve the quality of life of older people; to reduce the need for hospital care; to improve the coordination of health care; and to improve the training and education of health care professionals.

The Department of Health (1999) has also set out a number of key strategies for the future of health care for older people. These strategies are: to improve the quality of life of older people; to reduce the need for hospital care; to improve the coordination of health care; and to improve the training and education of health care professionals. The Department of Health (1999) has also set out a number of key actions for the future of health care for older people. These actions are: to improve the quality of life of older people; to reduce the need for hospital care; to improve the coordination of health care; and to improve the training and education of health care professionals.

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1. *Journal of the American Medical Association*, 1967; 202: 1253-1254.

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bits/symbol,  $\frac{1}{2} \log \frac{1}{576460752303423488} \approx -34.71$  bits/symbol,  $\frac{1}{2} \log \frac{1}{1152921504606846976} \approx -35.28$  bits/symbol,  $\frac{1}{2} \log \frac{1}{2305843009213693952} \approx -35.85$  bits/symbol,  $\frac{1}{2} \log \frac{1}{4611686018427387904} \approx -36.43$  bits/symbol,  $\frac{1}{2} \log \frac{1}{9223372036854775808} \approx -37$  bits/symbol,  $\frac{1}{2} \log \frac{1}{18446744073709551616} \approx -37.57$  bits/symbol,  $\frac{1}{2} \log \frac{1}{36893488147419103232} \approx -38.15$  bits/symbol,  $\frac{1}{2} \log \frac{1}{73786976294838206464} \approx -38.72$  bits/symbol,  $\frac{1}{2} \log \frac{1}{147573952589676412928} \approx -39.29$  bits/symbol,  $\frac{1}{2} \log \frac{1}{295147905179352825856} \approx -39.87$  bits/symbol,  $\frac{1}{2} \log \frac{1}{590295810358705651712} \approx -40.44$  bits/symbol,  $\frac{1}{2} \log \frac{1}{1180591620717411303424} \approx -41.01$  bits/symbol,  $\frac{1}{2} \log \frac{1}{2361183241434822606848} \approx -41.59$  bits/symbol,  $\frac{1}{2} \log \frac{1}{4722366482869645213696} \approx -42.16$  bits/symbol,  $\frac{1}{2} \log \frac{1}{9444732965739290427392} \approx -42.73$  bits/symbol,  $\frac{1}{2} \log \frac{1}{18889465931478580854784} \approx -43.31$  bits/symbol,  $\frac{1}{2} \log \frac{1}{37778931862957161709568} \approx -43.88$  bits/symbol,  $\frac{1}{2} \log \frac{1}{75557863725914323419136} \approx -44.45$  bits/symbol,  $\frac{1}{2} \log \frac{1}{151115727451828646838272} \approx -45.03$  bits/symbol,  $\frac{1}{2} \log \frac{1}{302231454903657293676544} \approx -45.6$  bits/symbol,  $\frac{1}{2} \log \frac{1}{604462909807314587353088} \approx -46.17$  bits/symbol,  $\frac{1}{2} \log \frac{1}{1208925819614629174706176} \approx -46.75$  bits/symbol,  $\frac{1}{2} \log \frac{1}{2417851639229258349412352} \approx -47.32$  bits/symbol,  $\frac{1}{2} \log \frac{1}{4835703278458516698824704} \approx -47.89$  bits/symbol,  $\frac{1}{2} \log \frac{1}{9671406556917033397649408} \approx -48.47$  bits/symbol,  $\frac{1}{2} \log \frac{1}{19342813113834066795298816} \approx -49.04$  bits/symbol,  $\frac{1}{2} \log \frac{1}{38685626227668133590597632} \approx -49.61$  bits/symbol,  $\frac{1}{2} \log \frac{1}{77371252455336267181195264} \approx -50.19$  bits/symbol,  $\frac{1}{2} \log \frac{1}{154742504910672534362390528} \approx -50.76$  bits/symbol,  $\frac{1}{2} \log \frac{1}{309485009821345068724781056} \approx -51.33$  bits/symbol,  $\frac{1}{2} \log \frac{1}{618970019642690137449562112} \approx -51.91$  bits/symbol,  $\frac{1}{2} \log \frac{1}{12$

and

[illegible]

1. The first part of the document is a letter from the author to the reader, dated 1945. The letter is written in a personal and informal style, and it discusses the author's experiences during the war. The author mentions that he was a member of the 101st Airborne Division and that he was involved in the D-Day invasion of Normandy. He describes the challenges and dangers of the invasion, and he expresses his pride in the soldiers who participated in it. The letter also touches on the author's feelings about the war and the loss of life.

2. The second part of the document is a collection of photographs and illustrations. These include a map of Normandy, a photograph of the author in uniform, and several other images that depict the invasion and the aftermath of the war. The photographs are arranged in a chronological order, and they provide a visual record of the events described in the letter.

3. The third part of the document is a series of questions and answers. The questions are asked by a group of students, and the answers are provided by the author. The questions cover a wide range of topics, including the author's military service, the D-Day invasion, and the author's views on the war. The answers are written in a clear and concise manner, and they provide a valuable source of information for the students.

4. The fourth part of the document is a list of references. This list includes the names of the books, articles, and other sources that the author used in writing the document. The references are listed in alphabetical order, and they provide a way for the reader to find more information on the topics discussed in the document.

5. The fifth part of the document is a list of footnotes. These footnotes provide additional information on specific points mentioned in the text. They are numbered and placed at the bottom of the page, and they provide a way for the reader to verify the accuracy of the information.

6. The sixth part of the document is a list of appendices. These appendices contain additional material that is related to the main text. They include a list of the author's military awards, a list of the names of the soldiers who were killed during the invasion, and a list of the names of the soldiers who were wounded. The appendices are placed at the end of the document, and they provide a way for the reader to learn more about the author and the events described in the text.

1. The first of these is the fact that the  
the following is a list of the names of the  
persons who have been named in the report.

2. The second of these is the fact that the  
the following is a list of the names of the  
persons who have been named in the report.  
3. The third of these is the fact that the  
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persons who have been named in the report.  
4. The fourth of these is the fact that the  
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persons who have been named in the report.  
5. The fifth of these is the fact that the  
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persons who have been named in the report.

6. The sixth of these is the fact that the  
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13. The thirteenth of these is the fact that the  
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persons who have been named in the report.  
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15. The fifteenth of these is the fact that the  
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persons who have been named in the report.

16. The sixteenth of these is the fact that the  
the following is a list of the names of the  
persons who have been named in the report.

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2. Phase 2 - "General and Attitudinal Characterization of  
Program-Breaking Incident." Analyses and Social Research 1  
- 2000-01-01 to 2000-01-01, 2000-01-01 to 2000-01-01.

This project developed from social concern for the needs of members of a unique segment of our American community. The findings of this study--of the background of the Hispanics tied to the experience in the migrant occupational community will be useful for the structuring and/or reorganizing of community health services, in insuring continued services, in providing in a slightly different manner for already offered services, in providing for unmet needs.

#### RESEARCH DESIGN

The subject of this study is the migrant farm worker. According to the definition supplied by the U.S. Public Health Service, "A migrant is defined as a worker who is now engaged primarily in agricultural or related seasonal industry, or who has been so engaged at one or more times in the past two crop seasons, and who must move so far in the course of his regular seasonal employment that he must establish a temporary residence at one or more locations away from the place he calls home." A certain sample of this group are to be interviewed--30 males residing between June 1 and August 31, 1971 in Gloucester and/or Salem County, New Jersey. To control for factors resulting from employer attitudes, extremes in reporting, etc., only farms having approximately 25 men will be included. No crew leaders will be interviewed. A list of farms qualifying will be drawn up and the number of interviews will be divided by the number of farms. It is hard to predict what variables need to be controlled as this research is exploratory, but most obviously, the size of the labor camp and the marital status are the most important

items to be stratified. Responses will be categorized between married and single statuses. It is estimated that about 5 hours will be spent per case in contacting, interviewing, and writing up each interview.

In the context of focused interviews, questions will be devised to tap migrant perceptions of the Illery culture, such as his relation to other-group hostilities, fluidity and stability of achieved and ascribed class status, concrete aspects of socialization and role acceptance. Attention will also be directed to the migrant's conception of his occupational role in the migrant work community, to the relation and similarities to the migrant life-work style here and the Illery community in Puerto Rico. Moving from the general culture to specific indicators and the major problem itself, health attitudes will be probed both in terms of the migrant's stance toward health care and especially in the use made of present services. The interviews as mentioned will be focused in order to give some standardization and some freedom to the interviewers, taking into account the ability of the generally illiterate sample to supply the information needed.

In the exploration of migrant attitudes toward health it becomes important to view the services offered from the point of decision making and execution of health programs at the level of the health offices themselves. Their perception of the health needs of the migrants, indicators of their philosophy of migrant health, their planning, etc., items all on the conceptual level will be identified. Hopefully, general health records, reports

of service, summaries of summer work, input, etc. will be made available through these interviews. Through these unstructured interviews I will have access to concrete indicators of health problems and more abstractly, attitudes of the Puerto Rican to this institution. The interviews will be unstructured because of the variety of personnel involved and the fact that no great number will be interviewed in any one field. Representatives from county health officers, program directors, social workers, nurses, nurses' aides, doctors, field representatives, hospital personnel and persons on the state level will be selected for interviews.

The contact of the migrant farm worker with health service personnel will be reconstructed through these interviews. With receptionists and office personnel, for example, the stages of the migrant in first approaching health services and the problems of record keeping can be ascertained. Hospital personnel can identify the degree of strain in existing services, its resources and utilization of these resources in migrant farm worker health programs. At each level whether the nurses' aide or the health officer, the main focus of the study can be interjected--their perception of and familiarity with the cultural background of the *Méjico* and its link with the migrant farm worker status.

#### IMPLEMENTATION

From June 1 to August 31, 1971 the first phase of this pilot project will be carried out. Migrant workers will be interviewed during this time in the manner specified in the section on method. Such an arrangement must be made since the migrant farm workers

will be there only until the middle of September. However just this phase of the project--interviewing--will be completed at that time. Included are health personnel who will be interviewed during this time allotment.

More precisely, this time will consist of 20 working days (8 hours per day) and an average of 4 additional hours per week for 12 weeks to collect the interviews. The work will be part time due to a prior commitment to the county health office where I will be employed full time as a field representative. As a member of the social service department of this health agency, I have felt that continuity of personnel from season to season is important to establish a firm trust between the migrant farm workers and the health service personnel. Therefore, to leave this position vacant, a position that was introduced when I began working would be unfair to both the migrants (who would have to become used to another representative) and to the health office staff. Yet conducting the interviews part time should not be a hardship for the writer.

During this time in the summer, faculty consultation with Sister Carol Johnston, Instructor in Sociology and Sister Ellen Mary Desmond, Associate Professor of Sociology at the College of Saint Elizabeth, will be available.

In the fall, non-field work will begin. Examination of literature on the farm and migrant subcultures will resume and the collected data will be analyzed. Approximately 3 hours per week for a period of 30 weeks will be involved in this aspect.